

MFL French– Curriculum Progression Map

Skills Progression for each year group in strands				
	Y3	Y4	Y5	Y6
National Curriculum	<ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of authentic sources</li> <li>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>discover and develop an appreciation of a range of writing in the language studied</li> </ul>			
Listening	<ul style="list-style-type: none"> <li>Repeat words modelled by teacher- show understanding with an action or visual</li> <li>Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</li> <li>Pick out known words in an 'authentic' conversation</li> <li>Understand and respond to a range of familiar spoken words and short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</li> <li>Understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</li> <li>Identify different ways to spell key sounds, and select the correct spelling of a familiar word</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</li> <li>Understand a short passage made up of familiar words and basic phrases</li> <li>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</li> </ul>

Speaking	<ul style="list-style-type: none"> <li>• Ask and answer simple questions, for example about personal information</li> <li>• Repeat sentences heard and make simple adaptations to them</li> <li>• Use mostly accurate pronunciation and speak clearly when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer a range of questions on different topic areas</li> <li>• Using familiar sentences as models. make varied adaptations to create new sentences</li> <li>• Read aloud using accurate pronunciation and present a short-learned piece for performance</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions on the current topic.</li> <li>• Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in short scripted conversations</li> <li>• Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</li> <li>• Children can ask and answer simple questions on a few very familiar topics.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Recognise some familiar words and phrases in written form</li> <li>• Read some familiar words aloud using mostly accurate pronunciation</li> <li>• Learn and remember new words encountered in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> <li>• Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li> </ul>	<ul style="list-style-type: none"> <li>• Read and show understanding of more complex written phrases</li> <li>• Read and show understanding of a piece of writing based on the current topic</li> <li>• Read short passages and pull answer questions on what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice reading longer texts aloud, containing taught phrases and vocabulary</li> <li>• Understand a short text made up of short sentences with familiar language on a familiar topic.</li> <li>• Use a dictionary or word list.</li> </ul>

Writing	<ul style="list-style-type: none"> <li>• Write some single words from memory</li> <li>• Use simple adjectives such as colours and sizes to describes things orally</li> <li>• Record descriptive sentences using a word bank</li> </ul>	<ul style="list-style-type: none"> <li>• Write words and short phrases from memory</li> <li>• Use a range of adjectives to describe things in more detail, such as describing someone’s appearance</li> <li>• Write descriptive sentences using a model but supplying some words from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</li> <li>• Write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt taught phrases to create new sentences.</li> <li>• Write a short, simple text from memory, using simple from one familiar topic with reasonable spelling</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Recognise the main word classes e.g. nouns, adjectives and verbs</li> <li>• Understand that nouns may have different genders and can recognise clues to identify this, such as the different articles</li> <li>• Show basic understanding of the usual order of words in sentences in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a wider range of word classes including pronouns and articles, and use them appropriately</li> <li>• Understand that adjectives may change from according to the noun they relate to, and select the appropriate form</li> <li>• Recognise questions and negative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use all persons of several regular verbs in the present tense (with the support of a frame).</li> <li>• Understand how to make changes to an adjective in order for it to ‘agree’ with the relevant noun</li> <li>• Adapt sentences to form negative sentences and begin to form sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences</li> <li>• Understand how to use some adverbs in sentences</li> <li>• Have an awareness of similarities and differences in grammar between different languages</li> </ul>
Intercultural Understanding	<ul style="list-style-type: none"> <li>• Learn about the different languages</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about festivals and celebrations in different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Look at further aspects of their everyday lives from</li> </ul>	<ul style="list-style-type: none"> <li>• Compare attitudes towards aspects of everyday life</li> </ul>

	<p>spoken by children in the school.</p> <ul style="list-style-type: none"> <li>Locate country/countries where the language is spoken</li> <li>Listen to traditional stories</li> </ul>	<ul style="list-style-type: none"> <li>Know about some aspects of everyday life and compare them to their own</li> <li>Compare traditional stories.</li> </ul>	<p>the perspective of someone from another country</p> <ul style="list-style-type: none"> <li>Recognise similarities and differences between places</li> <li>Compare symbols, objects or products which represent their own culture with those of another country</li> </ul>	<p>Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> <li>Present information about an</li> <li>about an aspect of culture</li> </ul>
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<b>Knowledge and Vocab progression</b>				
<b>Term I</b>	<b>Marvellous Me!</b>	<b>Marvellous Me!</b>	<b>Marvellous Me!</b>	<b>Marvellous Me!</b>
	Y3	Y4	Y5	Y6
French Topic	All about me	All about me	Our school	Our school
Vocabulary KS2	<p>Bonjour/salut/au revoir/a bientôt/merci/s'il vous plait Comment t'appelles-tu ? Je m'appelle... Ca va ? Ca va bien/mal Ou habites-tu ? J'habite...</p>	<p>As-tu ? J'ai un/une... Je n'ai pas de Il/Elle a Monsieur/Madame Oui/non Je m'appelle ... Comment tu t'appelles? Voici ... un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Quel âge as-tu?</p>	<p>La salle de classe L'entrée principale (f.) La cour Le terrain de sport Je cherche... Je cours. Je travaille. Ici La Voici Voila</p>	<p>Le déjeuner Le/la professeur Le maître / la maîtresse (Primary school teacher) Il/Elle a ... He/She has ... Il est....(time terms) Ou vas-tu? Je vais.....</p>

		J'ai sept/huit ans		
Phonemes	a i y o u	a i y o u	Ou, ch, in	Ou, ch, in

Term 2	Ancient Achievers!	Ancient Achievers		
	Y3	Y4	Y5	Y6
French Topic	Describing animals	Describing animals	Our town	Our town
Vocabulary KS2	Numbers 11-20 le chat le chien le lapin le hamster le lapin J'ai Un/une L'animal domestique Petit/petite Grand/grande	Je voudrais Tu aimes ...? J'aime ... rapide lent/lente doux/douce fort/forte	<b>Revisit</b> J'habite dans une ville un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie	Directions A gauche, à droite, Asking where places are Il y a? C'est, au coin Je ne comprends pas Ou vas-tu? Je vais.....
Phonemes	a i y o u	a i y o u		

Term 3	Under the canopy	Under the canopy	To infinity and beyond	To infinity and beyond
	Y3	Y4	Y5	Y6
French Topic	Body parts and colours	Body parts and colours	Food- healthy eating	Food- healthy eating
Vocabulary KS2	les couleurs rouge rose orange jaune bleu(e) vert(e) noir(e) blanc(he) violet(te) J'ai ...	J'ai ... Il/Elle a un nez bleu une bouche bleue les yeux/cheveux bleus Il/Elle est ... grand(e) big/tall petit(e) Adjective agreement	Je voudrais. C'est super (& simple opinions) Il/elle est / ils/ells sont (+adjective) Select food items- healthy and not healthy le jus d'orange le yaourt le poisson une pomme les carottes	Est-ce que je peux avoir C'est/ce n'est pas... C'est combien? Il est bon/mauvais (pour la santé) Elle est bonne/mauvaise (pour la santé) Ils sont bons/mauvais (pour la santé) Elles sont bonnes/mauvaises (pour la santé)

			le chocolat le coca les pommes frites les bonbons	Oui, c'est bon pour la santé Non, c'est mauvais pour la santé  Dans le sac, il y a
Phoneme	e é è ê	e é è ê	on, an	on, an

Term 4	Traiders and Raiders	Traiders and Raiders	Vicious Vikings	Vicious Vikings
	Y3	Y4	Y5	Y6
French Topic	What's the weather?	What's the weather?	Monter un café	Monter un café
Vocabulary KS2	Le météo aujourd'hui Il fait chaud Il fait froid Il fait beau Il fait mauvais Il fait du soleil Il fait du vent Il pleut Les jours: lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche et	plus que les saisons en, en hiver, au printemps, en automne en ete il neige il gèle Quand il fait	une lemonade une eau minérale un jus d'orange un verre de coca un chocolat chaud un café un café au lait une tasse de thé un paquet de chips une portion de frites une glace au chocolat / à la fraise / à la vanille Vous désirez? C'est combien? Bon appétit!	Vous désirez? C'est combien? Bon appétit! J'aime Je n'aime pas Moi aussi Numbers 20-50
Phoneme	e é è ê	e é è ê	on, an	on, an

Term 5	Let's Grow	Let's Grow		
	Y3	Y4	Y5	Y6
French Topic	Time around the world	Time around the world	Monter un café	Monter un café
Vocabulary KS2	Où habites-tu? J'habite dans..	Où vas-tu? Je vais ...	une lemonade une eau minérale	Vous désirez? C'est combien?

	<p>Quelle heure est-il?  Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures  Il est midi  Il est minuit</p>	<p>en Belgique  en France  Je vais à pied  en voiture  en vélo  en bus  en avion</p>	<p>un jus d'orange  un verre de coca  un chocolat chaud  un café  un café au lait  une tasse de thé  un paquet de chips  une portion de frites  une glace au chocolat / à la fraise / à la vanille</p>	<p>Bon appétit!  J'aime  Je n'aime pas  Moi aussi  Numbers 20-50</p>
Phonemes	j g r h	j g r h	Agreement and word endings	Agreement and word endings

Term 6	A Country Garden	A Country Garden		
	Y3	Y4	Y5	Y6
French Topic	Celebrations and games	Celebrations and games	Likes and dislikes- Hobbies	Likes and dislikes- Hobbies
Vocabulary KS2	<p>Qu'est-ce que tu fais?</p> <p>Je danse,  Je lis,  Je chante,  Je joue au</p> <p>Joyeux anniversaire!  En ... janvier février mars avril  mai juin juillet août septembre  octobre novembre, décembre  Je peux ... / Je peux ...?  s'il te plaît</p>	<p>Quand/En.....je.....(+activities) C'est.....(+ like dislike bien très bien  Je joue bien au football  Je nage bien  Je danse  Je chante  Je lis  bravo,  super,  chouette,  fantastique!  Je suis un génie!  génial(e)! (masc/fem)  Tu es un génie!  Present tense activities</p>	<p>Qu'est-ce que tu aimes faire?  J'aime + verb (and look at he/she form of verbs)  Agreement of I, he and she verbs  Giving opinions</p> <p>a météo  la mode  la cuisine  C'est intéressant,  ennuyeux, beau, dégueulasse,  trop long  car  à mon/son avis</p>	<p>Tu joues...?  Je joues du saxophone/piano/violon  Je joue de la guitare/ clarinette/ batterie  Je ne joue pas de/d'  Il/Elle joue  C'est genial! C'est nul!</p>
Phonemes	j g r h	j g r h	Agreement and word endings	Agreement and word endings